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ABSTRACT

The Central Region States of the National Association of State Directors of Teacher Education and Certification (NASDTEC) were surveyed in 1980 regarding their systems for collecting information and their information needs on teacher supply and demand. The 13 states involved were Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin. The 17-item survey solicited information on the type of data states collected, areas of teacher education and placement that states were interested in, and methods of information collection. The data indicate that most states were experiencing teacher shortages in special education, science, mathematics, industrial arts, and agriculture. The predominant method of collecting information is through annual surveys of local districts on the status of their professional staff. Many states combine this information with data received from teacher training institutions and state records. Included in this report are tables summarizing the survey response and a copy of the survey instrument. (FG)

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A SURVEY OF TEACHER SUPPLY AND DEMAND DATA COLLECTION SYSTEMS IN NASDTEC CENTRAL REGION STATES - 1980

NATIONAL ASSOCIATION OF STATE DIRECTORS OF
TEACHER EDUCATION AND CERTIFICATION
WINTER MEETING
DALLAS, TEXAS
February 1981

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Report on Teacher Supply and Demand Data Systems
NASDTEC Central Region States

At the 52nd Annual Meeting of NASDTEC in June 1980, the Central Region States representatives met to discuss areas of common interest. The issue of teacher supply and demand emerged as a major area of concern. It was requested that information be collected from the Central Region States regarding their systems for collecting information on teacher supply and demand. Subsequent to the meeting in June, a procedure was devised to collect the necessary information. The following steps were taken:

1) Each of the thirteen states was asked to identify information it would like about teacher supply and demand data from other states and systems for collecting supply and demand data used in other states. Examples of questions on supply and demand data were provided, such as; how many of your graduates find teaching jobs outside your state? In what areas is there a need for certificated teachers in your state? Examples of questions on supply/demand systems provided were: how do you collect information about availability of teaching positions? How do you collect information about the "pool" of teachers who are available for employment? (Letter sent July 8, 1980; 8 responses received.)

2) Information received from the states was synthesized and a draft of a survey instrument was developed and distributed to the Central Region States for reaction. (Letter sent August 26, 1980; 7 responses received.)

3) Based on reactions to the draft, a survey form was designed and distributed to Central Region States.

   States were requested to respond to the survey and also provide a brief (1-2 paragraph) description of their system for collecting data on supply and demand.

   Copies of forms and reports published on teacher supply and demand were not requested, but are available from individual states if the reports exist.

   (Survey distributed October 24, 1980; 10 responses received by November 17, 1980.)

4) Follow-up letters were sent to remaining three states on November 21, 1980. All three states responded. (Total returns--13 states, 100% response rate.)

5) A report on the survey results was written and distributed to participating states.

The data from the 13 states was synthesized and displayed in a matrix format (attached). This format allows the reader to easily determine what specific information is collected by a particular state. The particular state or states could then be contacted directly for detailed data. The procedure allowed for a brief questionnaire yet met the objectives of the survey.

Summary of Data

A review of the "Supply and Demand" survey data indicates that most states were experiencing teacher shortages in special education, science, mathematics, industrial arts, and agriculture. In addition, Illinois was experiencing teacher shortages in home economics, and Kansas was experiencing shortages in language arts.

The predominant method of collecting information for teacher supply and demand data in most states is through an annual survey of local districts on the status of their professional staff. Many states combine this information with data received from teacher training institutions and State Department records to develop a more complete teacher supply and demand information system.

SUMMARY OF SURVEY RESPONSES

BY STATE

NASDTEC
CENTRAL REGION

Teacher Supply and Demand Survey
Summary By States
January, 1981

States Reporting

	Illinois	Indiana	Iowa	Kansas	Michigan	Minnesota	Missouri	Nebraska	North Dakota	Ohio	Oklahoma	South Dakota	Wisconsin
1) States preparing their own Teacher Supply and Demand Report.	X	X	X		X		X			X	X		X
2) States collecting information for the study of teacher supply and demand conducted by the National Education Association.													
a) Form I (new supply of instructional personnel).	X	X		X	X	X		X	X	X			X
b) Form II (occupation of graduates).	X	X		X	X			X	X	X			X
3) States collecting information each year on the number of graduates receiving teaching certificates by subject area.	X	X			X		X	X	X		X		X
4) States collecting data on the number of in-state graduates who found teaching positions out of state.	X			X	X					X	X		X

NASDTEC
CENTRAL REGION

Teacher Supply and Demand Survey
Summary By States
January, 1981

States Reporting

	Illinois	Indiana	Iowa	Kansas	Michigan	Minnesota	Missouri	Nebraska	North Dakota	Ohio	Oklahoma	South Dakota	Wisconsin
5) a) States collecting data on the number of out-of-state graduates employed each year in their respective states.	X				X	X		X	X	X			
b) States reporting data by subject area assignment.	X							X	X				
6) States collecting data each year on the number of new (first year and experienced) teachers employed in their respective states by subject area.	X	X	X		X	X		X	X	X	X		X
7) States collecting information on the number of teachers placed in their respective state.													
Public Schools.	X	X			X	X		X	X	X	X	X	X
Private Schools.	X	X			X			X	X			X	
8) States collecting data on the pool of teachers (new or previous graduates) available for employment.											X		X

NASDTEC
CENTRAL REGION

Teacher Supply and Demand Survey
Summary By States
January, 1981

States Reporting

	Illinois	Indiana	Iowa	Kansas	Michigan	Minnesota	Missouri	Nebraska	North Dakota	Ohio	Oklahoma	South Dakota	Wisconsin
9) States conducting any follow-up studies of new graduates to determine employment status (in or outside) of education.	X				X								X
10) States offering placement services for:													
In-state graduates.	X					X			X	X	X	X	X
Out-of-state graduates.	X					X			X		X	X	X
11) States collecting information each year on teachers terminating employment.	X				X	X	X	X		X			X
12) States surveying local school districts for information on projected vacancies.		X	X			X	X		X	X			X
13) States projecting areas of teacher over-supply or shortage.	X	X				X	X			X			X

NASDTEC
CENTRAL REGION

Teacher Supply and Demand Survey
Summary By States
January, 1981

States Reporting

	Illinois	Indiana	Iowa	Kansas	Michigan	Minnesota	Missouri	Nebraska	North Dakota	Ohio	Oklahoma	South Dakota	Wisconsin
14) States collecting information on the number of teachers in surplus areas, seeking preparation in new teaching areas.											X		
15) States collecting information on enrollment in teacher education.	X			X	X		X	X	X	X		X	X
16) States collecting data by subject area on current need for certificated teachers.	X	X	X			X	X		X	X		X	

13

14

Question 17
Brief Description of Process and Data
Collected by Each State
(Seven responded)

Illinois

Data based on following reports: Teacher Service Record (teachers employed in the schools for the current year); New Supply of Illinois Instructional Personnel (current year graduates and 3 subsequent years projected); Occupational Follow-Up of Supply of Illinois Teachers; Teacher Supply and Demand Rating Scale (opinions of college and university placement directors).

Indiana

The Teacher Education Advisory Council provided the following information:

a. Totals for teacher demand by geographic districts including the number of limited certificates issued and a year by year projection for the next five years for certain teaching areas.

b. Totals for supply and demand by districts for the 1980-81 school year as determined by local school superintendents and Indiana teacher training institutions.

c. Totals on a state wide basis for teacher supply and demand as of June 1, 1980.

d. Indiana map of geographic areas used in the surveys.

The supply and demand committee has developed two separate lists of areas which they felt would continue to be critical areas in the staffing of public schools for the 1980-81 school year. In the first list the decision was based on the following factors: (a) results of the supply survey, (b) results of the demand survey, and (c) the history of limited certificates issued in these areas based on the past two school years. For the second list the committee used the results of the survey in terms of the geographic areas in addition to those factors already mentioned.

All data is based on a 66 percent return from local school corporations and a 58 percent return from teacher training institutions.

Iowa

Teacher Demand

The target population consisted of Iowa's 445 public school districts who cooperated by supplying information to be used as base line data. Local school districts were designated as the sampling unit. School districts were stratified into seven school size categories based on their total enrollments in grades K-12. A weighting factor was introduced to compensate for non-responses and to provide 100 percent estimates.

In 1971, the first year of the study, information on teacher vacancies was collected only in the spring after contracts had been returned. Two reference points have been used for the past eight years, one in the spring and the second at the beginning of the fall semester. This report contains only summary data from the fall surveys conducted over the past eight years.

Teacher Supply

There are twenty-seven Institutions in Iowa that have approved teacher education programs. These four-year colleges or universities recommend graduates for certification to the Department of Public Instruction. The recent bachelor degree graduate who has completed the preparation for a teaching certificate is the primary source of new teachers in Iowa (i.e., the number of students completing preparation for a teaching certificate with a bachelors degree).

Michigan

In Michigan, the system for collecting information on teacher supply and demand is based on four sources of information. Listed below is a description of each information source:

1) Certificates Issued Information System: This computer based information system identifies the number of certificates issued each year to Michigan and out-of-state graduates. This system contains information on the number of certificates issued by subject area and grade level.

2) Register of Professional Personnel: This computer based information system contains information on all public school administrators and teachers in Michigan. This information system is updated annually by Michigan school districts and reports such information as teaching assignment, years of experience, certification level, age, sex, race, and degree status.

3) Graduate Placement Report: This information source is collected each year from teacher training institutions and reports on the employment status of their graduates for the previous year. This graduate follow-up report contains information on the number of graduates employed in education by subject area, the number of graduates seeking or not seeking a position, as well as the number obtaining a teaching position outside of Michigan.

4) The Michigan Lay Off Report: This report collected annually from local districts identified the number of teachers laid off the previous school year and potentially available for employment.

Missouri

We receive information from our colleges and universities relative to teacher production. We receive requests (demand) from school administrators in July.

Nebraska

Combine data from the following:

1) Personnel Report

2) Curriculum Report

3) The NEA Study

North Dakota

We have our data coming in on the personnel forms annually completed by each teacher. Also, our teacher certification data file.

SUMMARY OF COMMENTS
FOR EACH QUESTION

1. Does your state prepare its own Teacher Supply and Demand Report?

   Illinois: Completed by research and statistics section.

   Iowa: In conjunction with Iowa State University.

   Kansas: Use data collected from NEA study.

   Wisconsin: We are initiating the report again this year — won't have any data until 1981.

2. Does your state collect information for the study of teacher supply and demand conducted by the National Education Association, as follows:

   a) Form I (new supply of instructional personnel)?

   b) Form II (occupation of graduates)?

   Illinois: Completed by research and statistics section

   Michigan: Institutions send data directly to NEA

3. Does your state collect information each year on the number of graduates receiving teaching certificates by subject area?

   Illinois: Done by teacher certification section

   Minnesota: This is done through the Minnesota Association of Placement Directors, not directly through the State Department.

   North Dakota: Major/Minor

   Ohio: Information is on new certificates issued by subject area

4. Does your state collect data on the number of in-state graduates who found teaching positions out of state?

   Illinois: Reported on NEA Form II.

   Kansas: Reported on the NEA questionnaire.

   Nebraska: Only as part of the NEA Study

   Ohio: Only insofar as the per cent of return to each college/university on Form II (#2).

   Wisconsin: However, records are not yet very accurate.

5. a) Does your state collect data on the number of out of state graduates employed each year in your state?

Illinois: Available upon request but requires special computer programming.

Ohio: Planned for 1981.

b) Are these data reported by subject area assignment?

Michigan: Public school employment only.

North Dakota: Can be related back to major/minor.

Ohio: Planned for 1981.

6. Does your state collect data each year on the number of new (first year and experienced) teachers employed in your state by subject area?

North Dakota: Can by major/minor.

Ohio: Planned for this year.

7. Does your state collect information on the number of teachers placed in your state's:

Public Schools?

Private Schools?

Indiana: If the school is accredited.

8. Does your state collect data on the pool of teachers (new or previous graduates) available for employment?

Minnesota: Not directly. The State Department has a Teacher Placement Bureau for persons seeking job and for school district use, but it is voluntary.

9. Does your state conduct any follow-up studies of new graduates to determine employment status in or outside of education?

Illinois: Reported on NEA Form II.

Michigan: Through each college of education.

Oklahoma: Some universities do.

South Dakota: This type of thing is done by SDEA.

Wisconsin: Currently this is being done by teacher education colleges. We hope to have access to this data in 1981.

10. Does your state offer placement services for

In-state graduates?

Out-of-state graduates?

Illinois: Done by certification and placement section.

North Dakota: Job service: North Dakota has teacher placement division.

Ohio: A "Job Fair" was held for the first time in August of 1980, at the State level to provide for filling last minute job openings. This will be continued.

South Dakota: Division of Job Services, Teacher Placement.

Wisconsin: Placement through job service office — a walk-in service only.

11. Does your state collect information each year on teachers terminating employment?

Kansas: A study has been initiated for information on teachers terminating employment.

Ohio: Planned for this year.

12. Does your state survey local school districts for information on projected vacancies?

Illinois: This has been done by the Illinois Association for School College, and University Staffing.

Iowa: This is the essence of our "supply and demand" study.

Kansas: Only in the area of special education.

Minnesota: Yes, <u>but</u> through our Placement Bureau. Use is voluntary. About 75% of Minnesota school districts list with the Bureau.

Ohio: Only insofar as it relates to the "Job Fair" in #10.

13. Does your state project areas of teacher oversupply or shortage?

Illinois: For only three years at a time.

Iowa: Not really. We use the vacancy data to suggest shortages.

Kansas: Only in the area of Special Education.

Minnesota: Through the Placement Director's Association.

14. Does your state collect information on the number of teachers in surplus areas seeking preparation in new teaching areas?

Illinois: Only indirectly by identifying teachers seeking second or third teaching certificates.

15. Does your state collect information on enrollment in teacher education?

Illinois: Done by the Illinois Board of Higher Education.

Kansas: Have information for last year only.

16. In what subject areas in your state is there a current need for certified teachers?

Do not collect data.

Nebraska: While the state does not publish a "Need" statement, we do put out a brochure listing shortage areas; but the data is gathered from the research report of the National Association of School, College, and University Staffing.

Wisconsin: Will try for 1981.

Data are collected. (Please describe method of collecting these data on current need)

Indiana: The supply and demand committee has developed two separate lists of areas which they felt would continue to be critical areas in the staffing of public schools for the 1980-81 school year. In the first list the decision was based on the following factors: (a) results of the supply survey, (b) results of the demand survey, and (c) the history of limited certificates issued in these areas based on the past two school years.

For the second list the committee used the results of the survey in terms of the geographic areas in addition to those factors already mentioned. The following subject areas were found to be in short supply in one or more of the eight geographic areas even though these areas do not appear as shortage areas on a state wide basis.

Iowa: Annual Survey of vacancy data.

Minnesota: Placement Bureau Vacancy Lists.

Missouri: Reports from local school administrators.

North Dakota: Job Service.

Ohio: Data are collected informally

South Dakota: This is determined by requests for provisional certificates.

Please list areas of current need:

Illinois:

- Special Education
- Mathematics
- Natural Sciences
- Industrial/Vocational Education
- Home Economics

Indiana:

List 1

- Agriculture
- Mathematics
- Chemistry
- Physics
- Industrial Arts
- Vocational Trade and Industrial Education
- Learning Disabilities
- Emotionally Disturbed
- Foreign Language/English Combination

List 2

- Mentally Retarded
- English
- Distributive Education
- Orthopedic and Special Health Problems
- Blind
- Partially Sighted
- Deaf
- Vocational Agriculture

Subject areas which do not appear to be critical for the 1980-81 school year:

- Biology
- Earth Science
- General Science
- Speech and Hearing Therapy

Kansas:

- Special Education
- Learning Disabilities
- PSA
- SMH
- Mathematics
- Science
- Industrial Arts
- Language Arts

Michigan:

- Special Education
- Bilingual Education
- Vocational Education

Minnesota:

- Industrial Arts
- Agriculture
- Coaching
- Science
- Special Education
  - Learning Disabilities
  - Emotionally Disturbed
  - Speech
  - School Psychologist
  - EMR
  - TMR

Missouri:

- Mathematics
- Industrial Arts
- All Areas of Special Education
- All Areas of Science

Nebraska:

Considerable:

- Bilingual Education
- Industrial Arts
- Music-Instrumental
- School Psychologist
- Vocational Agriculture
- Chemistry
- Mathematics
- Physics
- Special Education-Learning Disabilities
- Speech Pathology/Audiology

North Dakota:	Science	Music
	Mathematics	Industrial Arts
	Agriculture	
Ohio:	Special Education	Science
	LD/BD and EMR	Industrial Arts
	Mathematics	
Oklahoma:	Mathematics	Vocational Agriculture
	Science	Vocational Home Economics
	Industrial Arts	T and I Teachers
	Special Education	
South Dakota:	Critical:	
	Industrial Arts	Mathematics
	Science	Speech Disorders
	Also, shortages in all other fields.	
Wisconsin:	Vocational Education	Some Science Areas
	Industrial Arts	Mathematics
	Agriculture	All Special Education Fields
	Business Education	

SURVEY INSTRUMENT

NASDTEC

CENTRAL REGION

Teacher Supply and Demand Survey

October 1980

State: _____ Contact Person's Name: _____

Address: _____

Phone Number: ( ) _____ Date: _____

	Yes	No
1) Does your state prepare its own Teacher Supply and Demand Report?	☐	☐

Comments:

2) Does your state collect information for the study of teacher supply and demand conducted by the National Education Association, as follows:

a) Form I (new supply of instructional personnel)?	☐	☐
b) Form II (occupation of graduates)?	☐	☐

Comments:

3) Does your state collect information each year on the number of graduates receiving teaching certificates by subject area?	☐	☐

Comments:

4) Does your state collect data on the number of in-state graduates who found teaching positions out of state?	☐	☐

Comments:

5) a) Does your state collect data on the number of out of state graduates employed each year in your state?	☐	☐
b) Are these data reported by subject area assignment?	☐	☐

Comments:

	Yes	No
6) Does your state collect data each year on the number of new (first year and experienced) teachers employed in your state by subject area?	☐	☐
Comments:		
7) Does your state collect information on the number of teachers placed in your state's:		
Public Schools?	☐	☐
Private Schools?	☐	☐
Comments:		
8) Does your state collect data on the pool of teachers (new or previous graduates) available for employment?	☐	☐
Comments:		
9) Does your state conduct any follow-up studies of new graduates to determine employment status in or outside of education?	☐	☐
Comments:		
10) Does your state offer placement services for:		
In-state graduates?	☐	☐
Out-of-state graduates?	☐	☐
Comments:		
11) Does your state collect information each year on teachers terminating employment?	☐	☐
Comments:		
12) Does your state survey local school districts for information on projected vacancies?	☐	☐
Comments:		

13) Does your state project areas of teacher oversupply or shortage? ☐ ☐

Comments:

14) Does your state collect information on the number of teachers in surplus areas seeking preparation in new teaching areas? ☐ ☐

Comments:

15) Does your state collect information on enrollment in teacher education? ☐ ☐

Comments:

16) In what subject areas in your state is there a current need for certified teachers?

☐ Do not collect data

☐ Data are collected. (Please describe method of collecting these data on current need.):

Please list areas of current need:

17) Please attach a one to two paragraph description of your teacher supply and demand data collection process and type of information you collect.

PLEASE RETURN BY: NOVEMBER 17, 1980, TO:

Robert A. Roth, Acting Director
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